

Chart 11.2 Student Type Checklist

Extraversion or Introversion

Where do you get your **Energy**?

EXTRAVERSION

Your energy comes from being with others or from activities.

- Thinks out loud (talks!)
- Likes to work in groups
- Likes noise
- Prefers to speak
- Lots going on
- Says what they're thinking

INTROVERSION

Your energy comes from time away from others or a few in-depth activities.

- Thinks inside (quiet!)
- Likes to work alone or with close friend
- Dislikes noise
- Prefers to read or write
- One activity at a time
- Keeps thoughts inside

Remember: Extraverts need some time alone. Introverts need time with people. The question is how much and for how long?

Circle which describes you best:

E(Extraversion)

I(Introversion)

U(Not Sure)

Sensing or Intuition

What **Information** gets your attention?

SENSING

Perceiving what is, the information the five senses can gather.

- Likes facts and concrete things
- Experience first
- Sees the trees—details
- Wants clear expectations
- Step-by-step learning
- Practical, common sense

INTUITION

Perceiving what could be, through hunches, connections, analogies

- Likes ideas and imagination
- Explanation first
- Sees the forest—big ideas
- Wants room to roam
- Random learning
- New insights

Remember: Sensing types use facts to build to the big picture. Intuitive types start with the big picture and use facts to support it.

Circle which describes you best:

S(Sensing)

N(INTuition)

U(Not Sure)

Thinking or Feeling

How do you make **Decisions**?

THINKING

Making decisions based on logic, impartial standards.

- Decide with head
- Principles important
- Work first
- Quick to give advice
- Find the flaw
- Reasons—objective truth

FEELING

Making decisions by stepping into the shoes of those involved.

- Decide with heart
- Feelings important
- Friendship first
- Quick to give comfort
- Find the positive
- Values—personal choice

Remember: Thinkers have feelings. Feelers have thinking skills.

Circle which describes you best:

T(Thinking)

F(Feeling)

U(Not Sure)

Judging or Perceiving

How do you **Approach Life**?

JUDGING

Approaching life by planning your work and working your plan.

- You plan your work—stick to it
- Organized
- Work before play
- Steady effort
- Schedules and lists
- Enjoy finishing

PERCEIVING

Approaching life by taking advantage of the moment.

- You go with the flow—keep options open
- Flexible
- Play and work together
- Last-minute effort
- Spur of the moment
- Enjoy starting

Remember: Judging types ARE NOT JUDGMENTAL. They like to come to "judgments." Perceivers ARE NOT more PERCEPTIVE. They like to get more "perceptions" or information.

Circle which describes you best:

J(Judging)

P(Perceiving)

U(Not Sure)

My Type is

(E or I)

(S or N)

(T or F)

(J or P)

Resource: Type Terms Bookmark

Type Terms Bookmark

Extraversion (E) Gaining energy through action and interaction, the outside world

Introversion (I) Gaining energy through reflection and solitude, the inner world

Keyword: **Energy**

Sensing (S) *First paying attention to what is, to information you can gather through your five senses—the facts*

INtuition (N)* *First paying attention to what could be, to hunches, connections or imagination—a sixth sense*

Keyword: **Information**

Thinking (T) Making decisions through objective, logical principles

Feeling (F) Making decisions by considering the impact of each alternative on the people involved

Keyword: **Decisions**

Judging (J): A preference for planning their work and working their plan

Perceiving (P): A preference for staying open to the moment

Keyword: **Approach to Life**

*Note that the *I* was used for Introversion, so the *N* stands for INtuition.

historically, there are patterns in the preferences of people who choose teaching as a career, as shown in Table 2.1, below, which summarizes numerous studies on thousands of teachers.

Because the preferences aren't equally distributed in the population (remember that 65–70 percent prefer Sensing, for example), more important than the absolute percentage of teachers of any type is that percentage in relationship to the general population. Shaded are the personality types that are underrepresented in teaching, using this measure.

Table 2.1 Percentage of Elementary Teachers of Each Personality Type

ISTJ 10.7 % Gen pop. 11.6 %	ISFJ 17.9% Gen. pop. 13.8%	INFJ 5.1% Gen. pop. 1.5%	INTJ 2.1% Gen pop. 1.9%
ISTP 1.7% Gen pop. 5.4%	ISFP 4.7% Gen pop. 8.8%	INFP 4.6% Gen pop. 4.4%	INTP 1.5% Gen pop. 3.3%
ESTP 0.9% Gen pop. 4.3%	ESFP 5.7% Gen pop. 8.5%	ENFP 10.2% Gen pop. 8.1%	ENTP 1.5% Gen pop. 3.2%
ESTJ 8.5% Gen pop. 8.7%	ESFJ 12.4% Gen pop. 12.3%	ENFJ 7.2% Gen pop. 2.5%	ENTJ 5.2% Gen pop. 1.8%

SOURCE: Elementary school teachers type table data in *Psychological Type in Education* by Mary H. McCaulley, 1993. Used with permission of the Center for Applications of Psychological Type, Inc.

At higher levels of education, there are more Thinking and Intuitive types. The four SP types (on the left-hand side of the table) remain underrepresented at every level. As we move on to Chapter 3, "What Type Looks Like in Students," you might begin to see some reasons why these people may not be attracted to traditional school environments.

CONCLUSION

Look back to the list of activities you journaled about at the start of the chapter. How are these tied to your personality type? Can you see that how you teach in many ways reflects who you are? As we move to "What Type Looks Like in Students," we'll see that who they are is how they learn. Although teachers cannot (and should not) meet the needs of all children at all times, type becomes a tool for examining our practices, not in terms of right and wrong, but in terms of "What children will this reach?"